

# MIDDLE SCHOOL TRANSITION PORTFOLIO GUIDE

★ 6th Grade

★ 7th Grade

★ 8th Grade

### **Acknowledgments**

The importance of preparing students for adulthood and as productive citizens can never be understated. These *Middle and High School Transition Portfolio Guides* are a means to such an end. However, guides such as these would never see print if it were not for the “behind the scenes” VIPs. Thank you to Mary Anne Nielsen, Director of the Diagnostic Center North, for her unending support and superb gift of editing. Special thanks to Linda Hawkins and Erlinda Agoncillo who endured long hours of entering pertinent changes and revisions, and finally, a thank you to Jean Dedo for her focused proofing talents.



---

## TABLE OF CONTENTS

---

SECTION 1.	<b>INTRODUCTION</b>	
	<i>Purpose</i> . . . . .	1.1
	<i>Transition Portfolio Guide.</i> . . . . .	1.2
SECTION 2.	<b>WHY A TRANSITION PORTFOLIO?</b>	
	<i>Why Transition?.</i> . . . . .	2.1
	<i>Why a Portfolio?</i> . . . . .	2.2
SECTION 3.	<b>HOW TO USE THIS GUIDE</b>	
	<i>How to use this Guide</i> . . . . .	3.1
SECTION 4.	<b>6TH GRADE CURRICULUM</b>	
	<b>Coat of Arms</b>	
	<i>Objectives</i> . . . . .	4.1
	<i>Preparation.</i> . . . . .	4.2
	<i>Strategies.</i> . . . . .	4.2
	<b>Aspirations/Dreams</b>	
	<i>Objectives</i> . . . . .	4.4
	<i>Preparation.</i> . . . . .	4.4
	<i>Strategies.</i> . . . . .	4.5
	<i>Standards</i> . . . . .	4.6
	<i>Resources.</i> . . . . .	4.7
SECTION 5.	<b>7TH GRADE CURRICULUM</b>	
	<b>My Dream job would be...</b>	
	<i>Objectives</i> . . . . .	5.1
	<i>Preparation.</i> . . . . .	5.2
	<i>Strategies.</i> . . . . .	5.2
	<b>Career Interests</b>	
	<i>Objectives</i> . . . . .	5.4
	<i>Preparation.</i> . . . . .	5.4
	<i>Strategies.</i> . . . . .	5.5
	<b>What steps do I need to take?</b>	
	<i>Objectives</i> . . . . .	5.6
	<i>Preparation.</i> . . . . .	5.6
	<i>Strategies.</i> . . . . .	5.7

# **MIDDLE SCHOOL TRANSITION PORTFOLIO GUIDE**

---

	<i>Standards..</i> . . . . .	5.9
	<i>Resources.</i> . . . . .	5.11
SECTION 6.	<b>8TH GRADE CURRICULUM</b>	
	<b>On the Move and Taking Control</b>	
	<i>Objectives</i> . . . . .	6.1
	<i>Preparation.</i> . . . . .	6.1
	<i>Strategies.</i> . . . . .	6.2
	<b>Goals for Growth - Transition to High School: Personal Vision</b>	
	<i>Objectives</i> . . . . .	6.4
	<i>Preparation.</i> . . . . .	6.4
	<i>Strategies.</i> . . . . .	6.5
	<b>Goals I Have in Progress</b>	
	<i>Objectives</i> . . . . .	6.7
	<i>Preparation.</i> . . . . .	6.7
	<i>Strategies.</i> . . . . .	6.8
	<b>Goals for Growth - Transition to High School: Areas of Completion Checklist</b>	
	<i>Objectives</i> . . . . .	6.10
	<i>Preparation.</i> . . . . .	6.10
	<i>Strategies.</i> . . . . .	6.11
	<i>Standards</i> . . . . .	6.12
	<i>Resources.</i> . . . . .	6.16
SECTION 7.	<b>ABOUT THE AUTHORS</b>	
SECTION 8.	<b>APPENDIX</b>	

---

**INTRODUCTION**

---

***Purpose:***

This portfolio guide is designed to accompany the *Middle School Transition Portfolio*. Its purpose is to provide guidelines for special education teachers, general education teachers and designated instructional staff in implementing the activities that support the concepts in the portfolio. The Middle School Transition Portfolio Guide provides sample teaching strategies that relate directly to the requirements for transition as mandated in the Individuals with Disabilities Education Act (IDEA, 1990) and in the IDEA Amendments (1997). In addition, the guide correlates the activities with skills development as identified from the following sources: California State Department of Education-Language Arts Standards (California State Standards), Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) and the National Career Development Guidelines (NCDG). Although the portfolio is designed for special education students, best practices indicate that ***all*** students should be involved in these activities. This portfolio and guide is not to be used exclusively with special education students and teachers but implemented in general education programs.

## ***Transition Portfolio Guide:***

### ***Includes:***

- ◆ grade level transition expectations for students with disabilities
- ◆ sample instructional objectives to support the *Middle School Transition Portfolio*
- ◆ suggested materials for each objective/activity
- ◆ a grid displaying how each objective/activity supports IDEA transition language, SCANS, California State Standards and NCDG
- ◆ list of resources
- ◆ sample forms, handouts, activities

It is the expectation that the portfolios, accompanied by the guide, will assist teachers in preparing students for the demands of post-secondary life. Although IDEA mandates transition language in all special education students' Individual Education Plans by age 14, readers are encouraged to begin to use the portfolios with students ages 12 years and up.

---

**WHY A TRANSITION PORTFOLIO?**

---

***Why Transition?***

Transition is a mandate of the IDEA 1990 and the reauthorization of the IDEA '97. The purpose of legislating transition services was to better prepare youth with disabilities for the workplace and to foster greater independence. The importance of preparing our youth was highlighted in the National Longitudinal Transition Studies of 1988, 1990 and 1992. These studies heightened awareness and sparked educators across the nation to address the issues of post-secondary life. Today the most popular strategy for preparing students for post-secondary life is work experience. Many other areas of successful adult life remain unaddressed.

Prior to entering the world of work or post-secondary activities, promising practices suggest that students with disabilities need to learn about themselves, their preferences and interests. It is critical for students with disabilities to know what challenges they may face and how they may be able to advocate for themselves, needed services, accommodations and supports.

## ***Why a Portfolio?***

Portfolios are based on the concept that learning is a life long, ongoing process. Portfolios become personalized planners designed to guide students with disabilities in their career development process. Inherent in the practice of using portfolios is that students begin to develop the skills needed for self-exploration, identify their individual strengths and challenges and eventually narrow down alternatives for a career choice. In essence, the portfolio becomes a means to teach students with disabilities how to develop a plan of action.

The *Middle School Transition Portfolio* focuses on self-knowledge, life role(s), career and educational exploration. Inherent in the process are the tasks for gathering information, decision making and problem solving. From the activities that support these concepts, students begin to learn about themselves and begin to advocate for themselves.

The benefits to students of completing portfolios are twofold: 1) they can be fun and 2) students leave with a meaningful and tangible project that can be used for post-secondary planning. The most prominent reason for using a portfolio approach is that the portfolio makes it possible for educators to provide a visible and concrete way of demonstrating the link between school-based learning and preparation for the world of work and adulthood.



---

**HOW TO USE THIS GUIDE**

---

***How to use this Guide***

This guide corresponds to the *Middle School Transition Portfolio*. It discusses sample activities and resources to support each objective and/or activity found in the portfolio. The guide is divided into eight sections. The first three sections are introductory and explain the whys and hows of the guide. In the [Middle School Guide](#), sections 4 through 6 are curriculum sections that discuss how to organize and supplement the curriculum to support the portfolio contents. Section 7 is about the authors and Section 8, the appendix has useful forms and a list of resources. Activities listed in the guide are samples only. There are many other ways of developing these concepts found within transition law.

The curriculum sections are divided as follows:

- ◆ Grade Level Transition Expectations
- ◆ Instructional Objectives
- ◆ Teacher Preparation/Activities
- ◆ Strategies
- ◆ Standards
- ◆ Resources

Within each section is a list of vocabulary words that will need to be introduced to students prior to beginning the activities. All sections are designed to assist the teacher in making the

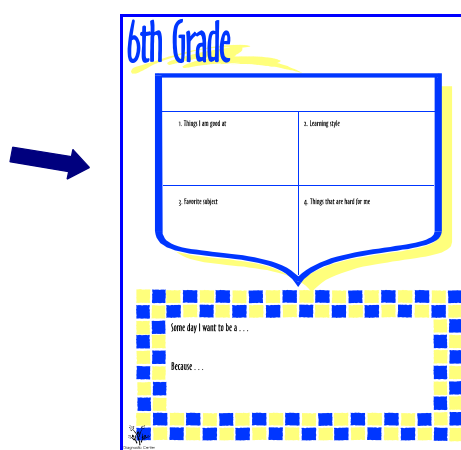
paradigm shift from directing to the new role of facilitating. This shift encourages students with disabilities to begin to take control of their own lives and to explore who they are and what is *their* dream. Activities listed are samples. They are not meant to be the only activities that can be used for each topic. Teachers should modify these suggestions to match both teaching and learning styles. Any activity that is employed should promote critical thinking and decision making skills. Section 8, which provides additional resources and sample forms, may be duplicated.

## **6th Grade Portfolio Expectations:**

- ★ Develop Self-knowledge  
and**
- ★ Self-awareness**

## 6TH GRADE CURRICULUM

### Coat of Arms

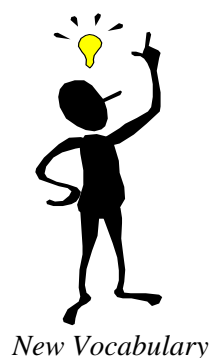


Who can implement this activity?

Special Education	<input checked="" type="checkbox"/>
Family	<input checked="" type="checkbox"/>
General Education	<input checked="" type="checkbox"/>
DIS	<input checked="" type="checkbox"/>

### I. Instructional Objectives

Students will:



- ★ Develop self-knowledge and self-awareness skills by exploring
  - Strengths: things in which the student feels successful.
  - Learning style: the sensory modality (visual, auditory, kinesthetic/tactile) which best serves the student across environments.
  - Favorite subjects: the curriculum subjects the student most enjoys.
  - Challenges: barriers which interfere with student success.
- ★ Share the above information at the IEP meeting.

## II. Teacher Preparation: *Materials/Activities*

- ✓ Chart paper, pencil
- ✓ *Middle School Transition Portfolio*
- ✓ Learning Style Inventories
- ✓ Interest Inventories, e.g., Career Targets - **COIN CLUE**
- ✓ Personal Values Inventory (*see Appendix*)
- ✓ Magazines, newspaper career sections

## III. Strategies

### Opening Activity:

- ⇒ Teacher presents self-knowledge information through discussion, brainstorming and examples. Define any unfamiliar vocabulary.
- ⇒ Introduce the *Middle School Transition Portfolio*: purpose, content, importance and relevance to life planning.

### Ask students:

- Why is it important to know information about yourself?
- Is it too early to start thinking about who you are right now?
- Does who you are now make a difference in who you become later?
- ⇒ Record students' comments on chart paper posted in classroom.
- ⇒ Have students complete information on the front of the portfolio. Answer any questions that surface regarding confidentiality, e.g., writing Social Security (SS) number.
- ⇒ Since most students have limited experiences about what they know, help them explore "who they are" by:
  - completing a learning style inventory
  - assessing strengths (personal likes, people skills, talents and abilities)
  - assessing barriers (personal dislikes, obstacles that make life hard at home, school and community)
  - completing personal values inventory

- ⇒ Use the following strategies to help students discover “Who they are”
  - group discussion
  - role play
  - reading/writing
  - question/answer
  - Internet websites
  - learning and/or self-management strategies

- ⇒ Students complete *Middle School Transition Portfolio* pages.

### Outcome:

- ⇒ Students share self-knowledge information with teachers, parents and other members of the IEP Team.

### *New Vocabulary:*

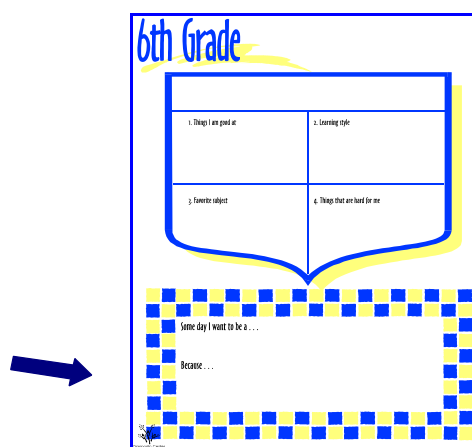


- Learning Style - how one learns or processes information
  - Visual learners - learn from seeing information. Students with this style make use of pictures, charts, videos, etc.
  - Auditory learners - learn from hearing information. Listening to topics, talking and other listening activities are preferred.
  - Kinesthetic learners - learn by doing, touching and moving. Activities such as hands-on projects or physically moving about are preferred.
- Interest Inventory - Students identify preferences for specific activities
- Values - things that are important in one's personal life and influences the way students make choices and decisions.
- Portfolios - personal planners where students identify what they like and dislike by beginning to explore knowing about themselves. Included in the portfolio are those personal objectives and activities students engage in, in preparation for post-high school years.
- Barriers - personal dislikes or obstacles that make life hard and difficult.
- Social Security number - a means of governmental identification for working and paying taxes; a system to track earnings and eventual benefits of people who worked in jobs covered by this program.

### *Important Thoughts:*

1. Have students learn about each other's interests by engaging students in interviewing each other and then writing about partners.
2. Remind students that interests change all the time. As we get older we become involved in many different activities that influence our interests.
3. For students with low vision problems, the portfolio can be used by enlarging graphics.
4. On the Internet there are many websites that are student-focused (i.e., <http://www.ici.coled.umn.edu/all/students.html>). See resource list for more sites.

## ***Aspirations/Dreams: “Some day I want to be a ...”***



**Who can implement this activity?**

Special Education	<input checked="" type="checkbox"/>
Family	<input type="checkbox"/>
General Education	<input checked="" type="checkbox"/>
DIS	<input checked="" type="checkbox"/>

### **I. Instructional Objective**



**Students will:**

- ★ Express a dream goal for the future.
- ★ Discuss reason(s) to support dream choice(s).
- ★ Identify how their abilities, learning styles, interests, challenges and school subjects are related to dream choices.
- ★ Actively participate in their IEP meeting.

*New Vocabulary*

### **II. Teacher Preparation: *Materials/Activities***

- ✓ Chart paper, pencil, markers, scissors
- ✓ Magazines
- ✓ *Middle School Transition Portfolio*

### III. Strategies

#### Opening Activity:

- Teacher presents how dreams are the driving force to achieving future goals, through discussion, brainstorming, examples and asking the following questions:
  - How do dreams and aspirations help us achieve our life goals?
  - What is meant when we speak of dreams?
- Have students identify their dream by answering “Some day I want to be a ...?”
- Students describe/express the dream by drawing, writing, creating collages. Skills to practice: listening, speaking, writing and turn taking.
- As a large group activity, have students discuss their choices and why they chose them. Be sure to explain the rules for group work.
- Ask them to talk about how dreams change. Pose the question, “When you were \_\_\_\_\_ years old were your dreams the same?”

#### Outcome:

- Student shares his/her dream at the IEP meeting.



#### *New Vocabulary:*

- Dream - ability to visualize, imagine, pretend about something. A dream is not affected by reality but instead is everything that an individual wishes or wants to do.
- Challenges/barriers - personal obstacles that one encounters when trying to meet goals.

#### *Important Thoughts:*

1. Some students may have difficulty defining the concept of dreaming. Read stories about students who have dreams about becoming someone famous or participating in various activities.
2. Be creative when introducing the concepts of dreams. Place chart paper all around the room, one sheet per student. Draw a cloud on the paper and within that cloud students can write, color or paste pictures that depict their dreams of what they want to be.
3. Assistive technology can be an important tool for improving teaching and learning. See Resource section for more information.



#### IV. 6<sup>th</sup> Grade Standards

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
<b>Shield</b>	<ul style="list-style-type: none"> <li>• Instruction</li> </ul>	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> <li>• Reading, writing, listening and speaking</li> </ul> <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> <li>• Make decisions, creative thinking, knows how to learn, and reasons</li> </ul> <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> <li>• Self-esteem, responsibility, and sociability</li> </ul>	<p><i>Reading:</i> 1.0,1.2,2.0,2.1,2.3,2.4,2.5,3.3</p> <p><i>Writing:</i> 1.1,1,2b,1.3,2.2,2.4,</p> <p><i>Written &amp; Oral English Language:</i> 1.0,1.1,1.3,1.4,1.5</p> <p><i>Listening &amp; Speaking:</i> 1.0,1.1,1.3,1.4,1.5,1.6,1.7</p> <p><i>Speaking Applications:</i> 2.0,2.2b,2.4,2.5</p>	<p><i>Competency I</i> Knowledge of self-concept</p>
<b>Aspirations</b>	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related Services</li> </ul>	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> <li>• Reading, writing, listening and speaking</li> </ul> <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> <li>• Make decisions, creative thinking, knows how to learn, and reasons</li> </ul> <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> <li>• Self-esteem, responsibility, sociability, self-management and honesty</li> </ul>	<p><i>Reading:</i> 1.0,1.2,2.0,2.1,2.3,2.4,2.5,3.3</p> <p><i>Writing:</i> 1.1,1,2b,1.3,2.2,2.4</p> <p><i>Written &amp; Oral English Language:</i> 1.0,1.1,1.3,1.4,1.5</p> <p><i>Listening &amp; Speaking:</i> 1.0,1.1,1.3,1.4,1.5,1.6,1.7</p> <p><i>Speaking Applications:</i> 2.0,2.2b,2.4,2.5</p> <p><i>Reading:</i> 1.0,1.2,2.0,2.1,2.3,2.4, 2.5,3.3</p> <p><i>Writing:</i> 1.1,1,2b,1.3,2.2,2.4</p> <p><i>Written &amp; Oral English Language:</i> 1.0,1.1,1.3,1.4,1.5</p> <p><i>Listening &amp; Speaking:</i> 1.0,1.1,1.3,1.4,1.5,1.6,1.7</p> <p><i>Speaking Applications:</i> 2.0,2.2a &amp; b,2.4,2.5</p>	<p><i>Competency I</i> Knowledge of self-concept</p> <p><i>Competency II</i> Skills to interact with others</p> <p><i>Competency III</i> Awareness of the importance of growth and change</p>

## V. Resources (6<sup>th</sup> Grade)

### Self Knowledge, Self-Awareness

#### *Learning Styles:*

Aune, E.P., Ness, J.E. (1991). *Tools for Transition - Unit 1* (Understanding My Learning Style), AGS, Inc.

*Self-Determination: Student Strategies: facilitating student directed life planning*, Irvine, CA, 92714 (Diane DeBoer - contact person)

#### *Interest Surveys and Activities:*

Durgin, R.W., Ph.D. (1996). COIN CLUE (Careers: Learning, Understanding, Exploration). COIN Educational Products, Toledo, Ohio 43606.

National Center for Research in Vocational Education - University of California (NCRVE)

Silva, R. et al. *Preparing for the Future: A Transition Planning Guide for Students with Learning Disabilities*

#### *Websites:*

Lindsay, N. (1998). Dream Catchers Activities. JIST Works, Inc., Indianapolis, IN 46202-3490; <http://www.jist.com>.

Schools of California Online Resources for Education (SCORE):  
<http://www.score.k12.ca.us>

Website: <http://silcon.com/~scmillr;/sweb/dvcllearn.htm> (learning styles assessment)

#### *Worksheet(s)*

Personal Values Inventory (See Appendix)

#### *Additional Resources*

Assistive Technology for Students with Mild Disabilities - Eric Digest E529, Behrmann, M. (Jan. 1995)

## **7th Grade Portfolio Expectations:**

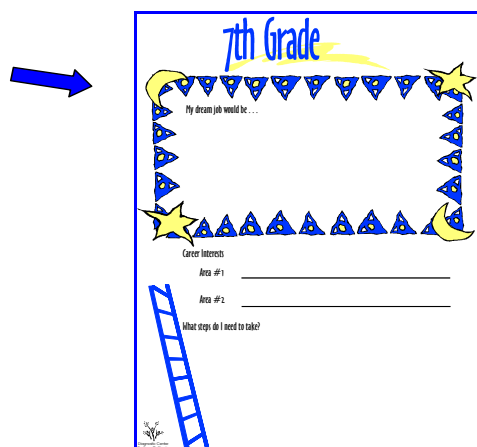
**★ Educational and Career Exploration**

---

## 7<sup>TH</sup> GRADE CURRICULUM

---

### *My Dream job would be ...*



#### Who can implement this activity?

Special Education	<input checked="" type="checkbox"/>
Family	<input type="checkbox"/>
General Education	<input checked="" type="checkbox"/>
DIS	<input checked="" type="checkbox"/>

✓

### I. Instructional Objective

#### Students will:



New Vocabulary

- ★ Review self-awareness and self-knowledge components of *Middle School Transition Portfolio* (grade 6).
- ★ Understand importance of having dreams for the future: inspiration, motivation to achieve life long goals.
- ★ Brainstorm and discuss their dreams for work, daily living and recreation.
- ★ Identify and describe how abilities, learning styles, challenges, interests and school subjects are related to dream choices.
- ★ Actively participate in IEP meetings by sharing the above information.

## II. Teacher Preparation: *Materials/Activities*


- ✓ Pencil, paper, chart paper (optional)
- ✓ Newspaper clippings, magazines related to career and recreational activities
- ✓ College catalogues (students can collect)
- ✓ Tape recorder, audio and videotapes, camera, computer
- ✓ *Middle School Transition Portfolio*

## III. Strategies

### Opening Activity:

- ➡ Teacher presents information through discussion, brainstorming and examples. Define any unfamiliar vocabulary. Have students think about dreams and futures by asking them the following questions:
  - Is it okay to have dreams about things I want to do in life?
  - What is the difference between dreams and reality?
  - How can I make my dreams come true?
  - What are roadblocks? (Introduce this concept.)
  - “What happens when I encounter roadblocks on the way to fulfilling my dream?”
- ➡ Have students discuss in small groups their dreams for the future in the areas of work, daily living and recreation. Discussion should include a rationale for each area and how achieving their dream matches with an awareness of who they are, their interests, strengths, likes/dislikes and obstacles. Have students answer:
  - What type of job would I like?
  - How well do I get along with my peers/adults?
  - Do I like activities that occur outside or inside?
- ➡ Students share the above information with the entire class through whatever modality is best for them (e.g. visual graphic, oral report). Students should write, take pictures, create collages and use audio or video presentations to express dream(s). Those students with computer skills can create representations of their dream(s) using a Powerpoint application.
- ➡ Include information in *Middle School Transition Portfolio*.

**Outcome:**

-  Student shares dream(s) for the future at the IEP meeting.

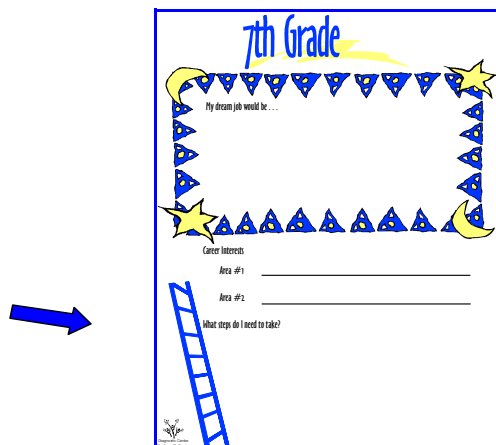
***New Vocabulary***

Roadblocks - this is the same as barriers or challenges. Obstacles are barriers in a person's life that can interfere in attaining life goals.

***Ideas***

1. Expose students to various forms of technology as they begin to look at their dream job. Use of the Internet is an exciting medium to explore.
2. Check out the Internet site: <http://www.thegateway.org/>

## Career Interests



**Who can implement this activity?**

Special Education	<input checked="" type="checkbox"/>
Family	<input type="checkbox"/>
General Education	<input checked="" type="checkbox"/>
DIS	<input checked="" type="checkbox"/>

### I. Instructional Objective

**Students will:**



*New Vocabulary*

- ★ Understand the relationship between work and learning
- ★ Identify career interest areas
- ★ Complete and analyze career interest surveys
- ★ Identify and learn vocabulary relevant to their career survey
- ★ Actively participate at the IEP meeting

### II. Teacher Preparation: *Materials/Activities*

- ✓ Pencil, paper
- ✓ Career Interest Surveys, e.g., COIN Career Targets
- ✓ Internet site: Career Key (interest survey)
- ✓ Reference materials on careers (see Resource section)
- ✓ Classified Ads
- ✓ *Middle School Transition Portfolio*

### III. Strategies

#### Opening Activity:

- ⇒ Teacher presents the connection between career (work) and education (learning) through discussion, brainstorming, defining unfamiliar vocabulary and examples.
- ⇒ Students list/match/discuss their abilities (physical, creative, academic, social, mechanical) with interests. Have students answer:
  - How many different occupations can you list?
  - What is a ***career cluster***?
  - Why is going to school, making good grades, doing your best work and getting along with other people important to having a quality adult life?
- ⇒ Introduce and discuss the COIN (or other) Career Interest Survey. With the results, have students:
  - List three occupations that interest them.
  - Identify abilities (learning styles, strengths, likes/dislikes) that would help them achieve the selected career choices.
- ⇒ Have students explore their targeted career interest choices through school, community, or worksite job shadowing, guest speakers and interviews.
- ⇒ Have students report career information collected using an activity that matches their individual learning styles (poster, written report, class discussion, videotape, tape recorder).
- ⇒ Use reference materials to explore careers that interest them and jobs they think they would like to have.

#### Outcome:

- ⇒ Students share career interest choices at IEP meetings.



#### *New Vocabulary*

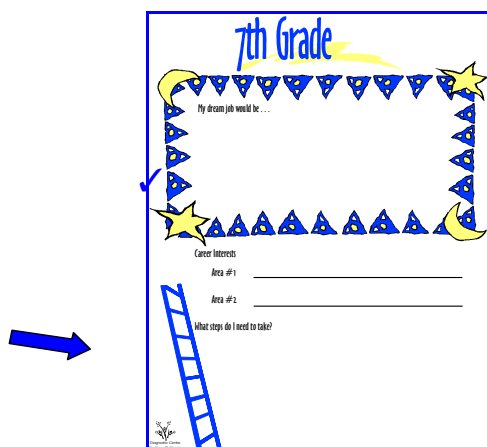
- Career Cluster - Similar jobs that are grouped together.
- Career Interest Survey - A survey that helps students identify their vocational interest.

#### *Ideas*

1. Use technology and find new ways of introducing activities for students to explore career interests. Go to website:  
<http://www.thegateway.org/index2/vocationaleducationcareers.html>
2. Have students use the Internet (AT) to explore career interest:  
<http://www.ncsu.edu/careerkey/career-keyms.html>



## What steps do I need to take?



### Who can implement this activity?

Special Education ☐

Family ☒

General Education ☒

DIS ☒

## I. Instructional Objectives



### Students will:

- ★ Review classified ads and match career interests to available employment opportunities in the local community.
- ★ Explore how career interests connect with plans for education, recreation and world of work.
- ★ Identify skills necessary for independent living.
- ★ Understand and use decision making skills.
- ★ Share information at their IEP meeting.

*New Vocabulary*

## II. Teacher Preparation: *Materials/Activities*

- ✓ Paper, pen or pencil
- ✓ List of interview questions examples (see Appendix)
- ✓ Newspaper classified section
- ✓ Camera and tape recorder
- ✓ *Middle School Transition Portfolio*

### III. Strategies

#### Opening Activity:

- Teacher presents questions for students to address the connection between career and education. Use discussion, brainstorming, examples and role play. Define unfamiliar vocabulary. This is an opportune time to discuss problem solving strategies.

Introduce the importance of problem solving and choice making when exploring dreams/goals. Consider the following individual or group activities:

- Brainstorm problems they have solving problems when making decisions.
- Have students complete problem-solving activity sheet.
- Discuss solutions to overcome roadblocks.
- Practice problem solving strategies as a group activity.

- Collaborate with resource personnel: WorkAbility I Program staff

- Have students brainstorm a list of potential speakers working in their fields of interest. Students need to list possible interview questions to ask speakers. Speakers can come into the classroom or students can job shadow to observe them at work. Students should take notes on their list of interview questions during their visit. (See Appendix for list of possible interview questions.)

- For those students desiring to explore post-secondary education, arrangements should be made for students to observe and interview staff from four-year colleges, community colleges, technical schools and ROP programs. Students should determine the steps necessary to arrange visits with teacher guidance.

- Teacher can prearrange contact with individuals at those post-secondary programs listed above. Students should schedule their own appointments. Prior to making telephone contact, students can participate in mock interviews using role play. Videotape the role play activity for large group discussion of “dos and don’ts” of interviewing.

- Encourage students to ask questions about the job requirements of individuals they meet. Role play in class to practice interviewing and reinforce socially acceptable behaviors.

- As a follow-up, have the students keep a record of places they have been and speakers they have heard. Record these in their *Middle School Transition Portfolio*. One way to record visitations is to have students include a photograph of themselves with the person observed/interviewed.

## Outcome:

- Have students evaluate and share information obtained in the activities with teacher, classmates, family and other interested persons. Students should share this information at IEP meetings.



### *Vocabulary*

- Review definition of a roadblock (see page 5.3).
- ROP stands for Regional Occupational Programs that offers job skills classes.

### *Ideas*

1. Encourage students to use note cards with questions written on them. Leave enough space so students can record answers as they interview people in the community.
2. Students who have difficulty writing can tape record the interview. (Remind students they need to get permission prior to the interview.)

#### IV. 7<sup>th</sup> Grade Standards

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
Dreams	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related Services</li> </ul>	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> <li>• Reading, writing, listening and speaking</li> </ul> <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> <li>• Think creatively, make decisions, solve problems, and reasons</li> </ul> <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> <li>• Displays responsibility, sociability, honesty, and self-esteem</li> </ul>	<p><i>Reading:</i> 1.0,1.3,2.0,2.1,2.2</p> <p><i>Writing:</i> 1.0,1.1,1.4,2.3</p> <p><i>Writing and Oral English</i></p> <p><i>Language:</i> 1.0,1.1,1.4,1.6,1.7</p> <p><i>Listening &amp; Speaking:</i> 1.0,1.1,1.4,1.5,1.6,1.7</p> <p><i>Speaking Applications:</i> 2.0,2.4</p>	<p><b>Competency I</b> Positive self-concept</p> <p><b>Competency II</b> Skills to interact with others</p> <p><b>Competency III</b> Importance of growth and change</p> <p><b>Competency IV</b> Knowledge of the benefits of educational achievement to career opportunities</p> <p><b>Competency V</b> Understand the relationship between work and learning</p>
Career Interests	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related Services</li> <li>• Employment/post-school adult living options</li> </ul>	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> <li>• Reading, writing, listening and speaking</li> </ul> <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> <li>• Think creatively, make decisions, solve problems, and reasons</li> </ul> <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> <li>• Displays responsibility, sociability, honesty, and self-esteem</li> </ul>	<p><i>Reading:</i> 1.0,1.3,2.0,2.1,2.2,2.3</p> <p><i>Writing:</i> 1.0,1.1,1.4,2.3</p> <p><i>Writing and Oral English</i></p> <p><i>Language:</i> 1.0,1.1,1.4,1.6,1.7</p> <p><i>Listening &amp; Speaking:</i> 1.0,1.1,1.4,1.5,1.6,1.7</p> <p><i>Speaking Applications:</i> 2.0,2.4</p>	<p><b>Competency II</b> Skills to interact with others</p> <p><b>Competency IV</b> Knowledge of the benefits of educational achievement to career opportunities</p> <p><b>Competency V</b> Understand the relationship between work and learning</p> <p><b>Competency VI</b> Understand and use career information</p> <p><b>Competency IX</b> Skills to make decisions</p>

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
What Steps Do I Need to Take?	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related Services</li> <li>• Community Experiences</li> <li>• Employment/post-school adult living options</li> </ul>	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> <li>• Reading, writing, performs arithmetic and mathematical operations, listening and speaking</li> </ul> <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> <li>• Think creatively, make decisions, solve problems, and reasons</li> </ul> <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> <li>• Displays responsibility, sociability, honesty, and self-esteem</li> </ul>	<p><i>Reading:</i> 1.0,1.3,2.0,2.1,2.2,2.3</p> <p><i>Writing:</i> 1.0,1.1,1.3,1.4,1.7,2.3</p> <p><i>Writing and Oral English</i></p> <p><i>Language:</i> 1.0,1.1,1.2,1.4,1.6,1.7</p> <p><i>Listening &amp; Speaking:</i> 1.0,1.1,1.2,1.3,1.4,1.5,1.6,1.7</p> <p><i>Speaking Applications:</i> 2.0, 2.2b &amp; 2.2c, 2.4</p>	<p><b><i>Competency II</i></b> Skills to interact with others</p> <p><b><i>Competency IV</i></b> Knowledge of the benefits of educational achievement to career opportunities</p> <p><b><i>Competency V</i></b> Understand the relationship between work and learning</p> <p><b><i>Competency VI</i></b> Understand and use career information</p> <p><b><i>Competency VII</i></b> Knowledge of skills necessary to seek and obtain jobs</p> <p><b><i>Competency IX</i></b> Skills to make decisions</p>

## V. Resources (7<sup>th</sup> Grade)

### **Educational and Career Exploration**

#### ***Interest Inventory and Activities:***

Durgin Ph.D., R.W., (1990). COIN Career Targets, COIN Educational Products, Toledo, Ohio 43606

National Center for Research in Vocational Education - University of California (NCRVE)

*Self-Determination: Student Strategies: facilitating student directed life planning*, Irvine, CA 92714 (Diane DeBoer - contact person)

#### ***Websites:***

Jones, L. The Career Key website: [ncsv.edu/careerkey/index.html](http://ncsv.edu/careerkey/index.html)

Lindsay, N. (1998). Dream Catchers Activities. Jist Works, Inc., Indianapolis, IN 46202-3490; <http://www.jist.com>

Schools of California Online Resources for Education (SCORE):  
<http://www.score.k12.ca.us>

Eric Clearinghouse on Disabilities and Gifted Education:  
<http://www.thegateway.org/>

#### ***Career Handbook:***

*Young Person's Occupational Outlook Handbook* (1996). Based on the U.S. Department of Labor's Occupational Outlook Handbook. Published by Jist Works, Inc.

## **8th Grade Portfolio Expectations:**

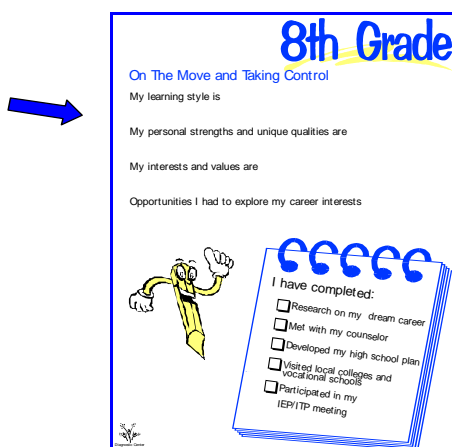
- ★ Develop Self-knowledge**
- ★ Self-awareness**
- and**
- ★ Career Exploration**

---

8TH GRADE CURRICULUM

---

*On the Move and Taking Control*



**Who can implement this activity?**

Special Education	<input checked="" type="checkbox"/>
Family	<input checked="" type="checkbox"/>
General Education	<input checked="" type="checkbox"/>
DIS	<input checked="" type="checkbox"/>

**I. Instructional Objectives**

**Students will:**



*New Vocabulary*

- ★ Review self-awareness, self-knowledge and career interests components of *Middle School Transition Portfolio* (grades 6 & 7):
  - Learning style
  - Personal strengths and unique qualities
  - Interests and values
  - Career interests exploration
- ★ Actively participate in IEP meeting and share the information outlined above.

**II. Teacher Preparation: *Materials/Activities***

- ✓ Paper, pencil, chart paper
- ✓ Personal Values Inventory (see Appendix)
- ✓ Students' Only website (see Resource section)
- ✓ *Middle School Transition Portfolio*



### III. Strategies

#### Opening Activity:

- ⇒ Teacher presents through discussion, brainstorming and examples. Identify and define unfamiliar vocabulary. Have students complete the following information individually and discuss with entire class.

- My learning style is \_\_\_\_\_.
- My personal strengths and unique qualities are \_\_\_\_\_.
- My interests and values are \_\_\_\_\_.
- My career interests exploration opportunities are \_\_\_\_\_.

**NOTE:** If students have forgotten what values are, complete the Personal Value Inventory activity from Sixth Grade *Middle School Transition Portfolio* section or complete Personal Values Inventory survey (see Appendix). Make sure students understand that values are only one part of the picture. Other factors such as their interests and abilities also influence future goals.

#### Ask students questions such as:

- Why do people work?
- What do people need money for?
- Why did you choose the career named?
- Where do you want to live?
- What kind of house, car or clothes do you want?

- ⇒ With the entire class, ask students:


- Has anyone changed their minds about..... (see above areas)?
- Why might changes occur?
- Is change okay?
- Is there a specific time in your life when changes might happen?
- What are the positive and negative consequences of change?

**NOTE:** The purpose of this activity is to have students talk about reasons changes might happen and to understand that change is okay and is sometimes a good thing.

- ⇒ In small groups, give students the opportunity to review each area in the section and report to the large group any changes identified. Students can brainstorm and chart information to present to the class using charting, pictures and writing activities. Students can also find additional information on the Students' Only website (see resource section).

- ⇒ Students record/revise information in individual *Middle School Transition Portfolio*.

**Outcome:**

-  Students articulate/share information at IEP meetings.

***Vocabulary:***

Review the term “values” (see page 4.3).

***Ideas***

1. As a math activity, have class chart the various career interests identified.
2. Students can read various biographies of famous people and discuss the personal strengths of the person or hero that played a role in the person’s life.

## Goals for Growth - Transition to High School: Personal Vision



**Goals for Growth**  
Transition to High School  
Personal Vision

Classes I need and want to take

Extracurricular activities I would like to participate in

Supports in High School I have established

Accommodations I need

Goals I have in progress!!

Goals	Re-checked	Revised	Date Completed

Who can implement this activity?

- |                   |                                     |
|-------------------|-------------------------------------|
| Special Education | <input checked="" type="checkbox"/> |
| Family            | <input checked="" type="checkbox"/> |
| General Education | <input type="checkbox"/>            |
| DIS               | <input checked="" type="checkbox"/> |

### I. Instructional Objective

Students will:



*New Vocabulary*

- ★ Review: *On the Move and Taking Control*
- ★ Develop further knowledge and understanding of his/her role/rights/responsibilities in the Individual Educational Plan/Individual Transition Plan (IEP/ITP) process.
- ★ Identify, describe and develop specific strategies to increase participation in his/her educational and career planning through the IEP process.
- ★ Identify, describe and plan ways the IEP team can support his/her Personal Vision prior to entering high school by planning the following:
  - classes I need and want to take
  - extracurricular activities I would like to participate in
  - supports I have established in high school
  - accommodations I need (self-advocacy strategies)
- ★ Share Personal Visions at his/her IEP/ITP meeting.

## II. Teacher Preparation: *Materials/Activities*

- ✓ Paper, pencil/pen, gluestick
- ✓ High school materials that list and describe classes, staff positions and extracurricular activities
- ✓ Student Action Plan or Transition Planning Profile (see Appendix)
- ✓ Self-Advocacy activity sheet: “It’s About Your Life...” (see Appendix)
- ✓ *Middle School Transition Portfolio*

## III. Strategies

### Opening Activity:

- Teacher presents information through discussion, brainstorming and examples. Students define personal vision by brainstorming or drawing. Focus on the importance of having a personal vision, its implication at the high school level and beyond. Identify and define unfamiliar vocabulary. Ask such questions as:

- What is a personal vision?
- Why do you need one?
- How does self-knowledge/awareness, interests, values and personal visions work together?

- Use the self-advocacy activity pages to discuss students’ rights/roles/responsibilities (see Appendix). This activity will help students talk about IEPs, introduce ITP language and importance of both in planning for the future.

### Ask students questions like:

- What is an IEP? (Show students an IEP and identify/discuss its importance.)
- What does ITP mean? (Discuss how the ITP helps students and the IEP Team plan for his/her future academic and career goals/activities.)
- What is important about an IEP/ITP?

- Have students explore the advantages of having a plan and how it helps to make good choices now and in the future. Students can map out important components of planning (see Transition Planning Profile in Appendix).

- Introduce Student Action Plan concept. Use the Action Plan and high school information catalogue to address the following areas:

- **Classes I need and want to take:** Discuss the required and elective courses needed to meet graduation requirements and the personal vision. Let students know that electives may be changed as they progress through school.
- **Extracurricular activities I would like to participate in:** Have students identify and list the extracurricular activities they would like to know more about, including all organizations, sports, musical groups, tutoring and honor societies.

- **Supports in high school I have established:** Have students identify and list all the possible supports available at the high school. Discuss why these individuals (high school counselor, teacher, instructional assistant, parent or high school friend) would be supports in high school.
- **Accommodations I need:** Define accommodation and the reasons that they are important to individuals with disabilities. Have students identify and list areas of need.

- 📎 Students can create an individual Student Action Plan on the computer, use real life pictures, tape record plan or have a peer write a plan for them. See Appendix for other examples. This activity can be completed individually or as a class.
- 📎 Students record information in *Middle School Transition Portfolio*. Information can be recorded in each of the four sections by writing, drawing or using a computer (glue to page).

### Outcome:

- 📎 Have students use Student Action Plan or Transition Planning Profile to share Personal Vision information at IEP meetings.



### *New Vocabulary*

- Personal Vision - your individual goal of what you want to do.
- Self-advocacy - understanding your rights and responsibilities.
- ITP - Individual Transition Plan
- Student Action Plan - graphic format that helps student outline where they are and where they want to go by identifying the steps needed.
- Accommodations - adaptations or modifications to the environment that are necessary in order for student to learn, work, live and play.
- Supports - those people who can help student succeed in the community (school and home). Some supports are parents, teachers, counselors, ministers, etc.

### *Ideas*

Assistive Technology can be used to help students perform better. Use a computer for writing tasks, tape recorder and calculator for math.

## *Goals I Have in Progress!*

**Goals for Growth**  
Transition to High School  
Personal Vision

Classes I need and want to take

Extracurricular activities I would like to participate in

Supports in High School I have established

Accommodations I need

**Goals I have in progress!**

Goals	Re-checked	Revised	Date Completed

**Who can implement this activity?**

Special Education ☒

Family ☐

General Education ☒

DIS ☒

✓

### **I. Instructional Objective**

**Students will:**





- ★ Identify volunteer opportunities
- ★ Explore Summer Youth Employment opportunities
- ★ Explore recreation opportunities
- ★ Articulate/share information at IEP/ITP meeting

### **II Teacher Preparation: *Materials/Activities***






- ✓ Pencil, paper
- ✓ Reference materials
- ✓ Classified ads
- ✓ Student websites (see Resource section)
- ✓ *Middle School Transition Portfolio*

### III. Strategies

#### Opening Activity:

-  Teacher presents information through discussion, brainstorming, role play and other examples so students can choose three goals to expand their knowledge and understanding as they prepare for the transition to high school. Identify and define any new vocabulary.
-  Students investigate and participate in volunteer positions within the local community. The purpose of this activity is to let students know there is value in all job exploration experiences not just those for which they are paid. Let students know that many employers and colleges look for non-paid experiences.

#### Investigation should include:

- brainstorming types of volunteer jobs that exist.
  - gathering job information from the school library resources.
  - reading the classified ads.
  - talking with friends, parents and other relatives.
  - follow-up discussions how volunteering benefits the students as well as the community.
  - considering a school-based project or service learning activity.
-  Students visit, obtain brochures, identify and enroll in a recreational activity that matches identified interests and needs. Have students visit various sites with a peer or family member.
  -  Students arrange with family and/or others to visit places of employment during the summer. This activity will provide opportunities for students to see what skills they need to learn.
  -  Students arrange to meet resource personnel: school counselor, WorkAbility I teacher (if available at school site) and work experience teacher to obtain Summer Youth Employment information.
  -  If student needs to attend summer school, an application and parent approval should be secured prior to beginning of session. Discuss the reason for attending summer school with student.
  -  Students are responsible for checking, revising (as appropriate) and recording the completion date of any selected goal(s) in progress. Record information in *Middle School Transition Portfolio*.

**Outcome:**

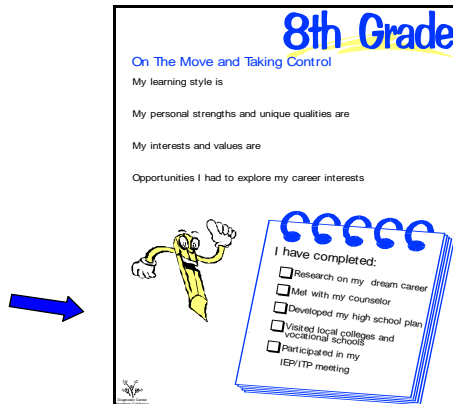
- ➡ Students share goals in progress with members of their IEP/ITP teams.

**New Vocabulary**

- School-Based project - goods or services are produced by students as part of a school program. Purpose of project is for students to approach real problems or needs and develop, identify and implement solutions.
- Recreation - leisure activities (those things you do for fun) that are relaxing and enjoyable.
- Service learning - combines a structured school project and community service for the purpose of experience community service and academic learning.



# Goals for Growth - Transition to High School: Areas of Completion Checklist



## Who can implement this activity?

Special Education	<input checked="" type="checkbox"/>
Family	<input checked="" type="checkbox"/>
General Education	<input checked="" type="checkbox"/>
DIS	<input checked="" type="checkbox"/>

## I. Instructional Objectives

### Students will:



- ★ Review *Middle School Transition Portfolio* contents
- ★ Review and complete checklist:
  - Researched on my dream career
  - Met with my counselor
  - Developed my high school plan
  - Visited local colleges and vocational schools
- ★ Actively participate in IEP/ITP meeting

*New Vocabulary*

## II. Teacher Preparation: *Materials/Activities*

- ✓ Pencil, chart paper
- ✓ Overhead projector
- ✓ *Middle School Transition Portfolio*

### III Strategies

#### Opening Activity:

- Teacher reviews *Middle School Transition Portfolio* completion checklist areas through discussion, brainstorming and examples. Refer students to the review list in the beginning of this section.
- Divide students into small groups of two or three to check the content of each other's *portfolios*. Use the checklist in this section. Post checklist on large chart paper or on overhead projector so students can refer to each item. Give students extra time to complete unfinished items.
- Students prepare to present completed *Middle School Transition Portfolio* at end-of-year transition meeting. Videotape a mock meeting so students can analyze the presentation.

#### Outcome:

- Students present *Middle School Transition Portfolio* at end-of-year transition meeting with IEP/ITP team.



#### *Idea*

This can be an empowering experience by encouraging students to plan and prepare for their IEP/ITP meeting.

Have students determine who they would like to invite to their IEP/ITP meeting and have them prepare letters of invitation.

#### IV. 8<sup>th</sup> Grade

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
On the Move and Taking Control	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related Services</li> <li>• Community Experiences</li> </ul>	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> <li>• Reading, writing, listening and speaking</li> </ul> <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> <li>• Think creatively, make decisions, solve problems, and reasons</li> </ul> <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> <li>• Displays responsibility, sociability, honesty, and self-esteem</li> </ul>	<p><i>Reading:</i> 1.0,1.3,2.0</p> <p><i>Writing:</i> 1.0,1.4,1.5,1.6</p> <p><i>Writing and Oral English Language:</i> 1.0,1.1,1.3,1.5,1.6</p> <p><i>Listening and Speaking:</i> 1.0,1.1,1.2,1.3,1.4,1.5,1.6,1.7a&amp;b</p> <p><i>Speaking Applications:</i> 2.0</p>	<p><b>Competency I</b> Positive self-concept</p> <p><b>Competency II</b> Skills to interact with others</p> <p><b>Competency III</b> Importance of growth and change</p> <p><b>Competency IV</b> Knowledge of the benefits of educational achievement to career opportunities</p> <p><b>Competency V</b> Understand the relationship between work and learning</p> <p><b>Competency VI</b> Understand and use career information</p> <p><b>Competency IX</b> Skills to make decisions</p>

Activity	IDEA- Transition	SCANS	California Standards Language Arts	NCDG
Goals for Growth: Personal Vision	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related Services</li> </ul>	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> <li>• Reading, writing, listening and speaking, performs arithmetic and mathematical operations</li> </ul> <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> <li>• Think creatively, make decisions, solve problems, and reasons</li> </ul> <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> <li>• Displays responsibility, sociability, honesty, and self-esteem</li> </ul>	<p><i>Reading:</i> 1.0,1.3,2.0,2.6,2.7</p> <p><i>Writing:</i> 1.0,1.4,1.5,1.6</p> <p><i>Writing and Oral English Language:</i> 1.0,1.1,1.3,1.5,1.6</p> <p><i>Listening and Speaking:</i> 1.0,1.1,1.2,1.3,1.4,1.5,1.6,1.7a&amp;b</p> <p><i>Speaking Applications:</i> 2.0</p>	<p><b><i>Competency I</i></b> Positive self-concept</p> <p><b><i>Competency II</i></b> Skills to interact with others</p> <p><b><i>Competency III</i></b> Importance of growth and change</p> <p><b><i>Competency IV</i></b> Knowledge of the benefits of educational achievement to career opportunities</p> <p><b><i>Competency V</i></b> Understand the relationship between work and learning</p> <p><b><i>Competency VI</i></b> Understand and use career information</p> <p><b><i>Competency IX</i></b> Skills to make decisions</p>

Activity	IDEA- Transition	SCANS	California Standards Language Arts	NCDG
Goals I Have in Progress	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related Services</li> <li>• Community Experiences</li> <li>• Employment/ post-school adult living options</li> </ul>	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> <li>• Reading, writing, listening and speaking, performs arithmetic and mathematical operations</li> </ul> <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> <li>• Think creatively, make decisions, solve problems, and reasons</li> </ul> <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> <li>• Displays responsibility, sociability, honesty, and self-esteem</li> </ul>	<p><i>Reading:</i> 1.0,1.3,2.0,2.6,2.7</p> <p><i>Writing:</i> 1.0,1.4,1.5,1.6</p> <p><i>Writing and Oral English Language:</i> 1.0,1.1,1.3,1.5,1.6</p> <p><i>Listening and Speaking:</i> 1.0,1.1,1.2,1.3,1.4,1.5,1.6, 1.7a&amp;b</p> <p><i>Speaking Applications:</i> 2.0</p>	<p><b><i>Competency I</i></b> Positive self-concept</p> <p><b><i>Competency II</i></b> Skills to interact with others</p> <p><b><i>Competency III</i></b> Importance of growth and change</p> <p><b><i>Competency IV</i></b> Knowledge of the benefits of educational achievement to career opportunities</p> <p><b><i>Competency V</i></b> Understand the relationship between work and learning</p> <p><b><i>Competency VI</i></b> Understand and use career information</p> <p><b><i>Competency VII</i></b> Awareness of personal responsibility and good work habits</p> <p><b><i>Competency IX</i></b> Skills to make decisions</p> <p><b><i>Competency XI</i></b> Awareness of different occupations</p> <p><b><i>Competency XII</i></b> Awareness of the career planning process</p>

Activity	IDEA-Transition	SCANS	California Standards Language Arts	NCDG
Goals for Growth-Transition to High School: Areas of Completion Checklist	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related Services</li> <li>• Community Experiences</li> <li>• Employment/post-school adult living options</li> </ul>	<p><i>Basic Skills:</i></p> <ul style="list-style-type: none"> <li>• Reading, writing, listening and speaking, performs arithmetic and mathematical operations</li> </ul> <p><i>Thinking Skills:</i></p> <ul style="list-style-type: none"> <li>• Think creatively, make decisions, solve problems, and reasons</li> </ul> <p><i>Personal Qualities:</i></p> <ul style="list-style-type: none"> <li>• Displays responsibility, sociability, honesty, and self-esteem</li> </ul>	<p><i>Reading:</i> 1.0,1.3,2.0,2.6,2.7</p> <p><i>Writing:</i> 1.0,1.4,1.5,1.6</p> <p><i>Writing and Oral English Language:</i> 1.0,1.1,1.3,1.5,1.6</p> <p><i>Listening and Speaking:</i> 1.0,1.1,1.2,1.3,1.4,1.5,1.6,1.7a&amp;b</p> <p><i>Speaking Applications:</i> 2.0</p>	<p><b><i>Competency I</i></b> Positive self-concept</p> <p><b><i>Competency II</i></b> Skills to interact with others</p> <p><b><i>Competency III</i></b> Importance of growth and change</p> <p><b><i>Competency IV</i></b> Knowledge of the benefits of educational achievement to career opportunities</p> <p><b><i>Competency V</i></b> Understand the relationship between work and learning</p> <p><b><i>Competency VI</i></b> Understand and use career information</p> <p><b><i>Competency VII</i></b> Awareness of personal responsibility and good work habits</p> <p><b><i>Competency IX</i></b> Skills to make decisions</p> <p><b><i>Competency XI</i></b> Awareness of different occupations</p> <p><b><i>Competency XII</i></b> Awareness of the career planning process</p>

## V. Resources (8<sup>th</sup> Grade)

### Self-Knowledge, Self-Awareness and Career Exploration

#### *Career Exploration Activities and Information:*

Kilburn, J., Reichle, J. (1999). *It's About Your Life ... about life after high school: What Students in Special Education Need to Know About the Transition Years*. CDE, Special Education Division.

Lindsay, N. (1998). *Dream Catchers Activities*. JIST Works, Inc., Indianapolis, IN 46202-3490; <http://www.jist.com>.

National Center for Research in Vocational Education - University of California (NCRVE)

*Self-Determination: Student Strategies: facilitating student directed life planning*, Irvine, CA 92714 (Diane DeBoer - contact person)

#### *Websites:*

Reality Check - Linking Middle School and Community Resources for Learning.  
[Http://www.nwrel.org/edwork/reality/sample.html](http://www.nwrel.org/edwork/reality/sample.html)

Schools of California Online Resources for Education (SCORE):  
<http://www.score.k12.ca.us>

STUDENTS ONLY! A School-toWork website designed by students for other students. <Http://www.ici.coled.umn.edu/all/students.html>

#### *Worksheets: (found in Appendix)*

Personal Values Inventory Worksheet

Student Action Plan (Harvell & Hatter - 1997); CDE/Diagnostic Center, Northern California

Transition Planning Profile (Curtis & Dicecco - 1998); CDE/Diagnostic Center, Southern California

Self-Advocacy Activity Worksheet

*"It's About Your Life..." about life after high school.*

---

**ABOUT THE AUTHORS**

---

*Renee A. Dawson, Cathy Thoni, and Priscilla Harvell* work for the California State Department of Education, Diagnostic Center North (DCN). Under the supervision of Mary Anne Nielsen, Director of the Diagnostic Center North, this project was developed as a means of preparing youth with disabilities for post-secondary life. Renee Dawson, Cathy Thoni and Priscilla Harvell have collectively, over 50 years of public school experience. They have worked with both general and special education student populations, from pre-school through the college level. The *Middle and High School Transition Portfolio* was the dream of Cathy Thoni and Priscilla Harvell. Together, with Renee Dawson, they found a way to facilitate and communicate the concepts of self-determination for students with disabilities.

*Renee A. Dawson, M.S.W.*, is a psychologist who has taught at both elementary and secondary levels. Ms. Dawson directs the secondary/transition assessment and training service components at DCN. She participated for several years on the California Department of Education's Advisory Board for *WorkAbility I* (a youth employment and education program). Ms. Dawson is currently completing her doctorate degree and has written various articles and recently co-authored a chapter on transition for a soon-to-be published book.

*Cathy Thoni, B.A.*, has been a secondary teacher in both general and vocational education. She has focused her career on working with special education students at the Regional Occupational Programs. While at the Regional Occupational Programs, Ms. Thoni's students used portfolios as a means of demonstrating their work skills. She is recognized statewide as a leader in transition education.



*Priscilla Harvell*, M.A., SLP/CCC, is a speech and language specialist who has been a special education teacher at both the elementary and middle school levels. She is recognized as a leader in transition education and has served on various statewide task forces. Ms. Harvell has written articles and authored a chapter in a book related to transition of youth with disabilities and the role of the speech and language specialist. Her most recent publication entitled, *Transition and School-Based Services* is from Pro-Ed.

Contact the authors for:

Permission to reproduce any and all sections of the *Middle School Transition Portfolio Guide* and the *Middle School Portfolio* or for other information

Renee A. Dawson     [rdawson@dcn-cde.ca.gov](mailto:rdawson@dcn-cde.ca.gov)

Priscilla Harvell     [pharvell@dcn-cde.ca.gov](mailto:pharvell@dcn-cde.ca.gov)

To find out about Diagnostic Center North visit us at our website:

<http://www.dcn-cde.ca.gov>

# Appendix

# Personal Values Inventory

**Directions:** Read each phrase below and check the box that indicates which one is important to you. When finished, discuss your responses with a partner.



Value Statements	Really Important	Important	So-So Important	Not Important
Taking responsibility for my actions				
Having nice teachers				
Being liked by my friends				
Having time alone				
Going to college				
Looking good				
Taking care of my body				
Living in a nice house				
Finishing high school				
Making my parents happy				
Getting a job				
Having a family				
Making my own decisions				
Getting good grades				
Making lots of money				
Being a great athlete				
Add your own here_____				



## Sample Interview Questions

---

### Interview Questions:

- What is your job title?
- Do you have many responsibilities? What are they?
- How did you get this job?
- Did you finish high school? What about college?
- How important is finishing high school or college to the type of job you have?
- Do I need special qualifications to work at your place of employment?
- What activities should I like if this job is one I would like?

### Students' Reflective Questions:

- Would I like to do this kind of work? Why?, Why not?
- How would I prepare for working at this type of job?



## *Transition Planning Profile*

The purpose of the Transition Planning Profile is to synthesize assessment information from a variety of sources (student, parent, teacher, psychologist, vocational/agency personnel) into a user-friendly, meaningful format. The Transition Planning Profile provides the conceptual framework for long and short term career/transition planning. Critical components in the development of the profile include:

- \* unconditional acceptance of student input
- \* language is in student friendly "first-person" style
- \* information contributed by others is presented in functional terms
- \* profile is frequently updated and shared with support system (parents, teachers, job developers, agencies)

The professionals gathering the assessment information should collect and report information in relationship to the key questions in the student's profile: strengths, career interests, learning style, personality style, hurdles/accommodations, and activity options for school, community and employment. The goal of this functional assessment and planning process is to validate realistic perceptions of the student and/or infuse more realistic information and activity options for the student to consider or explore.

For a student to internalize the information in his/her profile, it needs to be revisited frequently by a variety of people. The simplistic visual format provides a consistent self-view for the student and others to use in making informed day-to-day choices and decisions. For example, a student deciding on work experience at a warehouse or at a fast food restaurant will be reminded by looking at his profile that he prefers working in a quiet atmosphere and at his own pace. His decision is to apply at the warehouse because it matches his preferences. The process dramatically increases his self-determination skills and chance for success.

Using a graphic Transition Planning Profile has additional advantages:

- \* provides information for the student to share at an IEP/ITP
- \* fosters student/consumer centered planning
- \* gives families information to support realistic career goals for their youth
- \* job developers and job coaches can make better matches
- \* improves communication between agency personnel

## **Student Transition Planning Profile**

### **1. Strengths:**

**Self-Direction:** When I understand the directions, I complete my work independently.

**Work Tolerance:** I can work for a long time without a break.

**Interpersonal:** I have a lot of friends.

**Communication:** I can ask questions and give directions.

**Mobility:** I can use buses to get to the mall.

**Self-Care:** I always look good.

### **2. Career Interests:**

#### **School/Vocational**

- What do I like to do?
- What am I good at doing?
- What are the jobs I would like to try now?
- What are some of the jobs/ careers I am interested in?

### **3. Learning Style**

#### ***How do I learn best?***

##### ***Examples:***

- What study skills / accommodations work best for me?
- I need to be able to talk and discuss the topic to understand the information.
- I remember more from pictures and films.
- I learn best when I make a graphic organizer for reading/writing assignments.

#### ***What environment do I work best in?***

##### ***Examples:***

- I can't think with a lot of noise around me.
- I like working alone.
- I need to move around a lot.

### **4. Personality:**

- I like to work with people, ideas or things?
- I like to do routine tasks.
- I like to plan my own activities.
- I like to complete one project at a time.
- I like more than one project at a time.

## 5. Hurdles and Accommodations:

	Hurdles	Accommodations
Self-Direction:	Sometimes when I finish my work, I don't know what to do next.	I would like a check list.
Work Tolerance: finish.	I have a problem finishing my work.	Short breaks help me to
Interpersonal:	I have trouble making friends.	I can volunteer to help others. (i.e.: day care, cafeteria)
Communication: who will	I am <b>afraid</b> to tell my boss I don't understand.	I can find a co-worker always help me.
Mobility:	I bump into things in a new place.	I avoid crowded places.
Self-Care:	My clothes are not always clean.	I am learning how to use the washing machine.

## 6. Options for Activities:

- School:** I can take a class in computers next year, so that I can get a job working in an office.  
I can take classes that have more **activities/projects** than just listening or writing.
- Home/Community:** I can make my own lunch and learn how to cook for myself.  
I can find out what kinds of **things/classes** the YMCA offers and join them.  
I can join a support group for young adults with the same disability as me.
- Employment:** I can volunteer at a work site to develop skills to be more employable later.  
I can job shadow my uncle and learn what he does.  
I can speak with the **WorkAbility** Coordinator about getting a job this summer.

## 7. Support System:

- Who do I want to help me with this plan?
- Who can I ask for help?
- What agencies can help me now and in the future?

\_\_\_\_\_ 's Transition Planning Profile

Dreams

- \* Work
- \* Living
- \* Fun

Strengths

Learning Style

Things That Are Hard For Me

Jobs I Might Like

Jobs I Do Now

School

Community

Employment



## STUDENT ACTION PLAN

<b>Name:</b>	<b>School:</b>	<b>Grade/Age:</b>
--------------	----------------	-------------------

Who and where am I now?

GOAL:

Strengths	Obstacles	Steps to Goal	Supports Needed	Timeline	Outcome	✓	R
1.							
2.							
3.							
4.							

R = Recheck and Revise

T:\PUBLIC\Portfolio\Middle School\27-4ActionPlan.wpd

NORTHERN CALIFORNIA DIAGNOSTIC CENTER



# It's About Your Life ... about life after high school

What Students in Special Education Need to Know

About the Transition Years (ages 14 - 22)

My name \_\_\_\_\_

Date \_\_\_\_\_



It is time to begin the serious business of thinking about your *Dreams*, exploring your *Options*, expanding your *Abilities*, and answering your *Questions* as you prepare for your "transition" from school to adult life.

The people who make our laws felt it was very important for you and your teachers to work together to make sure that you get the help you need to be all that YOU CAN BE.

The law, I.D.E.A.\* gives you specific rights to be involved in planning your educational program to prepare for work and independent living. From now on, it is especially important for you to be part of your IEP team that plans your "Individual Education Program."



I.D.E.A. - Individuals with Disabilities Education Act is a law about special education, student and parent rights

There are tools and people to help you explore, learn and find out about...



# Planning for when you're grown-up

## 1. Prepare for your transition from school to adult life

"What do you want to be when you grow up?" Grown-ups ask that a lot.

Now that you are 14 or older, "what do you want to be when you grow up" really needs exploring. Your school program must include ways to help you be all that you can be.

When teachers or parents talk about transition planning, they are talking about how to help you prepare for life after high school.

Your IEP and what you do in school should include activities and opportunities to help you:

- Find out about yourself:  
your dreams - abilities - interests - options
- Learn about careers, jobs, living on your own
- Learn about banking, voting, medical services, how to use buses and lots of other stuff

Your transition IEP must include ways to help you explore and learn about the world of careers... jobs... community ... recreation ...



- Use tools such as:  
interest inventories and assessments,  
community exploration
- Learn how to speak up for yourself and how to make choices

## 2. Active participation in your IEP

By age 14, you must be part of the IEP meeting to plan transition activities. Your team must include YOU and your parents, if you are under age 18.

Other team members are: a special education teacher, a general education teacher, and an administrator. Other people who are working with you may also be included.

At the IEP meeting, based on your ideas, interests and abilities, you and members of your team will identify and develop goals, objectives and activities.

We have dreams...ideas...  
We should lead the TEAM!



Each objective and activity in your IEP must state:

- how will it be carried out
- where will it happen - when and for how long
- what are you expected to do
- what service(s) is the school responsible for
- what other service providers are needed  
- what are their responsibilities
- what are your responsibilities
- who will help you
- outcome - what happened

## Transition Planning

### 3. Getting ready to take control of your life and assuming adult rights/responsibilities-the age of majority

When you become 18 years old, you have reached the “age of majority.” So what does that mean?

You are an adult - that’s what California law says. It means you can vote, you can sign your own IEP. There are other things such as paying taxes and signing up for the draft if you are a male.

Your IEP and your school work should help you:

- Learn how to problem-solve and make decisions
- Develop your communication skills - express yourself and your ideas
- Practice setting your own goals and planning how to reach those goals
- Explain what help you may need at school or work, for example- talking books, mobility training, more time when taking tests, sign language, a spell checker or other devices.
- Learn where to go for help
- Learn about your rights and responsibilities
- Find out about laws - Section 504, A.D.A, (American Disabilities Act), I.D.E.A. - that can help you reach your goals



### 4. Linking with other agencies - what help do you need after leaving high school?

After you leave high school, you may need help to reach your goals. At least one year before leaving school, you should be connected with the other agencies which can provide or pay for transition services written into your IEP.

- Do I want more education? Check out:
  - Community Colleges
  - State University system
- Who can help me find a job? Check out:
  - Employment Development Department (EDD) / One Stop Career Center
  - Job Training Partnership Act (JTPA) / Private Industry Council (PIC)
  - Department of Rehabilitation (DR)
  - California School to Career
- Who can help with independent living skills?
  - Regional Center / Department of Developmental Services
  - Independent Living Centers (ILC) / Department of Rehabilitation
- Who can help with finances - making ends meet?
  - Social Security Administration
  - Scholarship information - Community College, your own school, State University system
- Who can help with counseling?
  - Mental Health Services
- Who can help me learn more about my rights?
  - Advocacy organizations

Check out these agencies’ phone numbers and their web page sites on the back page. Fill in the local the local numbers for agencies in your area.





## Important Planning Questions

- While you are in school, what do you need to learn to reach your dreams?
- How can the school help you?
- Who else can help you?



## Transition IEP Meeting Tips

- If you do not understand what is being said, speak up and ask for an explanation.
- Find allies - make sure the people attending the meeting know who you are or have information or expertise needed for your program.
- Come to the meeting prepared. Know what you want to accomplish.
- Learn how to communicate clearly.



## Other Agencies and Organizations that can help you

California Dept. of Education (CDE)  
Special Education Division  
[www.cde.ca.gov/spbranch/sed](http://www.cde.ca.gov/spbranch/sed)  
State # 916-327-4214  
Your School District  
Local # \_\_\_\_\_

Community College Chancellor's Office  
Disabled Students Programs and Services  
[www.cccco.edu](http://www.cccco.edu)  
State # 916-327-5892  
Your local Community College  
Local # \_\_\_\_\_

Regional Center/Dept. Developmental Services (DDS)  
[www.dds.ca.gov](http://www.dds.ca.gov)  
State # 916-654-3696  
Your Regional Center  
Local # \_\_\_\_\_

Dept. of Mental Health Services  
[www.dmh.cahwnet.gov](http://www.dmh.cahwnet.gov)  
State # 916-654-2988  
Local # \_\_\_\_\_

Dept. of Rehabilitation  
[www.rehab.cahwnet.gov](http://www.rehab.cahwnet.gov)  
State # 916-263-8748  
Local # \_\_\_\_\_

Social Security Administration  
[www.ssa.gov](http://www.ssa.gov)  
Information # 800-772-1213  
Field Office # \_\_\_\_\_



Employment Development Dept.  
[www.edd.cahwnet.gov](http://www.edd.cahwnet.gov)  
State # 916-654-8055  
Governor's Committee on Employment of Disabled Persons [www.gcedp.org](http://www.gcedp.org)

School to Career [www.stc.cahwnet.gov](http://www.stc.cahwnet.gov)  
916-654-6138  
Local # \_\_\_\_\_

Job Training Partnership Act /  
Private Industry Councils [www.sjtcc.cahwnet.gov](http://www.sjtcc.cahwnet.gov)  
State # 916-654-6836  
Local # \_\_\_\_\_

California State Universities [www.calstate.edu](http://www.calstate.edu)

### Advocacy Assistance

Matrix Parent Network + Resource Center  
[www.matrixparents.org](http://www.matrixparents.org)  
415-884-3535 800-578-2592  
Call for telephone #s for the nearest Parent Center  
or Family Resource Center in your area.  
Local # \_\_\_\_\_

Independent Living Centers  
[www.cfilc.org](http://www.cfilc.org)  
State # 916-325-1690 / TTY 916-325-1695  
Local # \_\_\_\_\_

Organization of Area Boards to contact Area  
Boards for Developmental Disabilities  
State # 916-227-2148  
Local # \_\_\_\_\_

**Statewide / national information for transition / school-to-work / careers at [www.sna.com/switp](http://www.sna.com/switp)**

## Steps to effective **PROBLEM SOLVING**

### 5. **EVALUATING** the outcome

Checking my decision:  
What happened?  
What did I learn?  
What would I change?  
Was I happy with my choice?

### 4. **My DECISION & ACTION**

What steps and resources  
will I need to explore?

### 3. **CONSEQUENCES** (Pros and Cons)

Choose an option; talk  
about good and bad parts.

### 2. **What are my OPTIONS?**

Brainstorm **ALL**  
possible solutions.

### 1. **WHAT'S MY PROBLEM?**

### 6. **PROBLEM SOLVED?**

(If not, revisit any of the  
steps as needed.)

